

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| Preschool Learning Expectations | 3.2.K.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Kindergarten | 3.2.1.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 1 | 3.2.2.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 2 | 3.2.3.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 3 | 3.2.4.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 4 |
|--|--|--|---|---|---|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | 1. Recognize that thoughts and talk can be written down in words. | 4. Use simple sentences to convey ideas. | 4. Use sentences to convey ideas in writing. | | |
| 4.4 Asks adults to write (e.g., asks for labels on block structures, dictation of stories and list of materials needed for a project). | 2. Observe the teacher modeling writing. | 2. Observe the modeling of writing. | 2. Observe the modeling of writing. | | [Consumer, Family, and Life Skills 9.2.4.A.4 Demonstrate brainstorming skills] |
| | 3. Generate and share ideas and experiences for a story. | 1. Begin to generate ideas for writing through talking, sharing, and drawing. | 1. Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing. | 1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion. | 1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. |
| 4.1 "Writes" messages as part of play and other activities (e.g., drawing, scribbling, making letter-like forms, using invented spelling and conventional letter forms). | 4. Attempt to put ideas into writing using pictures, developmental spelling, or conventional text. | 6. Continue to use pictures, developmental spelling or conventional text to create writing drafts. | 7. Compose readable first drafts. | 4. Compose first drafts from prewriting work. | Vignette-Page 55, 58, 76, 79, 82, 91 |
| 4.2 Attempts to write own name on work. | 5. Write (print) own first and last name. | | | | |
| | | | | | 6. Review own writing with others to understand the reader's perspective and to consider ideas for revision. Vignette-Page 55, 58, 76, 82, 91 |
| | 6. Participate in group writing activities such as experience stories, interactive writing, and shared writing. | | 11. Participate with peers to comment on and react to each other's writing. | 6. Participate with peers to comment on and react to each other's writing. | |

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| 3.2.5.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 5 | 3.2.6.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 6 | 3.2.7.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 7 | 3.2.8.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 8 | 3.2.12.A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) Grade 12 |
|---|--|--|---|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | | | |
| 3. Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. Vignette-Page 129 | 2. Generate ideas for writing through reading and making connections across the curriculum and with current events. Vignette-Page 129 | 3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes). Vignette-Page 97 | 3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes). Vignette-Page 97 | |
| Vignette-Page 129 | | Vignette-Page 97 | Vignette-Page 97 | 1. Engage in the full writing process by writing daily and for sustained amounts of time. |
| | | | | |
| 9. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision. | 8. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision. | | | |
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|--|--|--|---|--|--|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | 7. Begin to sequence story events for writing using pictures, developmental spelling, or conventional text. | 4. Develop an awareness of form, structure, and author's voice in various genres. | 3. Expand knowledge about form, structure, and voice in a variety of genres. | | |
| | | 3. Begin to use a basic writing process to develop writing. | 5. Maintain the use of a basic writing process to develop writing. | | |
| | | 5. Increase fluency (ability to write ideas easily) to improve writing. | | | |
| | | 7. Revisit pictures and writings to add detail. | 9. Reread drafts for meaning, to add details, and to improve correctness. | 5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice. | 5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. Vignette-Page 58, 82, 91 |
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|--|--|---|---|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | | | |
| 12. Use computer writing applications during the writing process. | 11. Use computer writing applications during the writing process. | 6. Compose, revise, edit, and publish writing using appropriate word processing software. | 6. Compose, revise, edit, and publish writing using appropriate word processing software. | 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece. |
| 8. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice. Vignette-Page 134 | 7. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice. Vignette-Page 134 | 4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice. Vignette-Page 134 | 4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice. Vignette-Page 134 | |
| 5. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. Vignette-Page 129 | 4. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. Vignette-Page 129 | | | 2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. |
| 11. Use a variety of reference materials to revise work. | 10. Use a variety of reference materials to revise work. | | | |
| 10. Review and edit work for spelling, usage, clarity, organization, and fluency. | 9. Review and edit work for spelling, usage, clarity, organization, and fluency. | | | 4. Review and edit work for spelling, usage, clarity, and fluency. |

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|---|--|---|--|---|--|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> 8. Begin to mimic an author's voice and patterns. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> 3. Begin to develop an awareness of simple story structures and author's voice. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> 8. Begin to develop author's voice in own writing. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> 4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing Vignette-Page 55, 58, 79, 82, 91 |
| | | 9. Begin to use a simple checklist to improve writing with teacher support. | 12. Use a simple checklist to improve elements of own writing. | 12. Understand and use a checklist and/or rubric to improve writing. | 10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing. |
| 4.3 Attempts to make own names using different materials, such as magnetic letters, play dough, rubber stamps, alphabet blocks or a computer. | | 10. Begin to use simple computer writing applications during some parts of the writing process. | 13. Use computer writing applications during some parts of the writing process. | 11. Use computer word-processing applications during parts of the writing process. | 9. Use computer writing applications during most of the writing process. Vignette-Page 58, 91 |
| | | | 6. Use graphic organizers to assist with planning writing. [Science 5.4.2.C.1 Make a plan in order to design a solution to a problem] | 3. Use graphic organizers to assist with planning writing. [Science 5.4.2.C.1 Make a plan in order to design a solution to a problem] | 3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. Vignette-Page 55, 58, 76, 79, 91 |
| | | | 8. Use everyday words in appropriate written context. | 7. Build awareness of ways authors use paragraphs to support meaning | 2. Develop an awareness of form, structure, and author's voice in various genres. Vignette-Page 91 |

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|---|--|---|---|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> 6. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> 5. Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 13. Understand and apply the elements of a scoring rubric to improve and evaluate writing. | 12. Understand and apply the elements of a scoring rubric to improve and evaluate writing. | 5. Demonstrate understanding of a scoring rubric to improve and evaluate writing. | 5. Utilize the New Jersey Registered Holistic scoring rubric to improve and evaluate their writing and the writing of peers. | 6. Use a scoring rubric to evaluate and improve own writing and the writing of others. |
| | | | | [Computer and Information Literacy 8.1.12.A.1 Create a multi-page document with citations using word processing software... showing ability to format, edit, print] |
| 14. Reflect on own writing, noting strengths and setting goals for improvement. Vignette-Page 134 | 13. Reflect on own writing, noting strengths and setting goals for improvement. Vignette-Page 134 | 7. Reflect on own writing, noting strengths and setting goals for improvement. Vignette-Page 134 | 7. Reflect on own writing, noting strengths and setting goals for improvement. Vignette-Page 134 | 7. Reflect on own writing and establish goals for growth and improvement. Vignette-Page 134 |
| 1. Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending. | | 1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. | 1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. | |

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|--|--|--|---|--|--|
| Expectation 4: Children demonstrate emergent reading writing skills | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: 10. Focus on elaboration as a strategy for improving writing. | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: 2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice. | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: |
| | | | | 13. Reflect on own writing, noting strengths and areas needing improvement. | 11. Reflect on one's writing, noting strengths and areas needing improvement. Vignette-Page 58, 91 |
| | | | | 9. Use reference materials to revise work, such as a dictionary or internet/software resource. | 8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources. |
| | | | | 10. Edit work for basic spelling and mechanics. | 7. Review and edit work for spelling, mechanics, clarity, and fluency. |
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|--|--|--|--|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 2. Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph. | 1. Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary | 2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. | 2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. | |
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| 7. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made. | 6. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made. | | | 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. |
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| Preschool Learning Expectations | 3.2.K.B. Writing as a Product (resulting in work samples) Kindergarten | 3.2.1.B. Writing as a Product (resulting in a product or publication) Grade 1 | 3.2.2.B. Writing as a Product (resulting in a formal product or publication) Grade 2 | 3.2.3.B. Writing as a Product (resulting in a formal product or publication) Grade 3 | 3.2.4.B. Writing as a Product (resulting in a formal product or publication) Grade 4 |
|--|---|--|---|---|---|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | 1. Show and talk about work samples containing pictures, developmental spelling, or conventional text | 3. Show and talk about own writing for classroom audience. | | 4. Present and discuss writing with other students. | |
| | 2. Begin to collect favorite work samples to place in personal writing folder. | 4. Collect favorite works to place in personal writing folder. | 5. Organize favorite work samples in a writing folder or portfolio. | 6. Develop a collection of writings (e.g., a literacy folder or portfolio). | |
| | | 1. Produce finished writings to share with class and/or for publication. | 1. Produce finished writings to share with classmates and/or for publication. | | |
| | | 2. Produce stories from personal experiences. | 2. Produce stories from personal experiences. | 2. Write a narrative piece based on personal experiences. | |
| | | | | 1. Write a descriptive piece, such as a description of a person, place, or object. | 1. Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience. Vignette-Page 91 |
| | | | 4. Write nonfiction pieces, such as letters, procedures, biographies, or simple reports. | 3. Write a nonfiction piece and/or simple informational report across the curriculum. | 2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information. Vignette-Page 79, 82 |
| | | | | 5. Apply elements of grade-appropriate rubrics to improve writing. | |

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| 3.2.5.B. Writing as a Products (resulting in a formal product or publication) Grade 5 | 3.2.6.B. Writing as a Product (resulting in a formal product or publication) Grade 6 | 3.2.7.B. Writing as a Product (resulting in a formal product or publication) Grade 7 | 3.2.8.B. Writing as a Product (resulting in a formal product or publication) Grade 8 | 3.2.12.B. Writing as a Product (resulting in a formal product or publication) Grade 12 |
|---|--|---|--|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
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| 4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements. | 4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements. | 2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements. | 2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements. | |
| 3. Write grade appropriate, multi-paragraph, expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports). | 3. Write grade appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports). | 3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page. | <u>3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.</u> | 4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism). |
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| Expectation 4: Children demonstrate emergent reading writing skills | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: 3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue. Vignette-Page 91 |
| | | | | | 4. Build knowledge of the characteristics and structures of a variety of genres. Vignette-Page 58, 76 |
| | | | | | 5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. Vignette-Page 58, 91 |
| | | | | | 6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words Vignette-Page 55, 76, 91 |

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| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 1. Expand knowledge of characteristics and structures of selected genres. | 1. Expand knowledge of characteristics, structures, and tone of selected genres. | 1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing. | 1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing. | |
| 6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately. | 6. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. | | | |
| 7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. Vignette-Page 124 | 7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. Vignette-Page 124 | | | |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| Preschool Learning Expectations | 3.2.K.B. Writing as a Product (resulting in work samples) Kindergarten | 3.2.1.B. Writing as a Product (resulting in a product or publication) Grade 1 | 3.2.2.B. Writing as a Product (resulting in a formal product or publication) Grade 2 | 3.2.3.B. Writing as a Product (resulting in a formal product or publication) Grade 3 | 3.2.4.B. Writing as a Product (resulting in a formal product or publication) Grade 4 |
|--|---|---|--|--|--|
| Expectation 4: Children demonstrate emergent reading writing skills | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: |
| | | | | | 10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas. Vignette-Page 91 |
| | | | | | 11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion Vignette-Page 58,91 |
| | | | | | 7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing. |
| | | | | | 8. Improve the clarity of writing by rearranging words, sentences, and paragraphs. |
| | | | | | 9. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles. |
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3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| 3.2.5.B. Writing as a Products (resulting in a formal product or publication) Grade 5 | 3.2.6.B. Writing as a Product (resulting in a formal product or publication) Grade 6 | 3.2.7.B. Writing as a Product (resulting in a formal product or publication) Grade 7 | 3.2.8.B. Writing as a Product (resulting in a formal product or publication) Grade 8 | 3.2.12.B. Writing as a Product (resulting in a formal product or publication) Grade 12 |
|---|---|---|---|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. | | 9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. | | |
| 10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. | 10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. | | | 9. Provide compelling openings and strong closure to written pieces. |
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| 2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based) | 2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based) | 4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based. | <u>4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.</u> | 5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper. |
| 5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. | 5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. | | | 7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media. |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| | Preschool Learning Expectations | 3.2.K.B. Writing as a Product (resulting in work samples) Kindergarten | 3.2.1.B. Writing as a Product (resulting in a product or publication) Grade 1 | 3.2.2.B. Writing as a Product (resulting in a formal product or publication) Grade 2 | 3.2.3.B. Writing as a Product (resulting in a formal product or publication) Grade 3 | 3.2.4.B. Writing as a Product (resulting in a formal product or publication) Grade 4 |
|--|---------------------------------|---|---|--|--|--|
| Expectation 4: Children demonstrate emergent reading writing skills | | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
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3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| 3.2.5.B. Writing as a Products (resulting in a formal product or publication) Grade 5 | 3.2.6.B. Writing as a Product (resulting in a formal product or publication) Grade 6 | 3.2.7.B. Writing as a Product (resulting in a formal product or publication) Grade 7 | 3.2.8.B. Writing as a Product (resulting in a formal product or publication) Grade 8 | 3.2.12.B. Writing as a Product (resulting in a formal product or publication) Grade 12 |
|---|---|---|---|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 8. Prepare a works consulted page for reports or research papers. | 8. Prepare a works consulted page for reports or research papers. | | | 6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing. Vignette-Page 145 |
| | | | | 1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. |
| | | | | 2. Critique published works for authenticity and credibility. |
| | | | | 3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development. |
| | | | | 8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| Preschool Learning Expectations | | 3.2.K.B. Writing as a Product (resulting in work samples) Kindergarten | 3.2.1.B. Writing as a Product (resulting in a product or publication) Grade 1 | 3.2.2.B. Writing as a Product (resulting in a formal product or publication) Grade 2 | 3.2.3.B. Writing as a Product (resulting in a formal product or publication) Grade 3 | 3.2.4.B. Writing as a Product (resulting in a formal product or publication) Grade 4 |
|--|--|---|---|--|--|--|
| Expectation 4: Children demonstrate emergent reading writing skills | | By the end of Kindergarten , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1 , students will: | Building upon knowledge and skills gained in preceding grades, by the end of Grade 2 , students will: | Building upon knowledge and skills gained in preceding grades, by the end of Grade 3 , students will: | Building upon knowledge and skills gained in preceding grades, by the end of Grade 4 , students will: |
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3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| 3.2.5.B. Writing as a Products (resulting in a formal product or publication) Grade 5 | 3.2.6.B. Writing as a Product (resulting in a formal product or publication) Grade 6 | 3.2.7.B. Writing as a Product (resulting in a formal product or publication) Grade 7 | 3.2.8.B. Writing as a Product (resulting in a formal product or publication) Grade 8 | 3.2.12.B. Writing as a Product (resulting in a formal product or publication) Grade 12 |
|--|--|--|--|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> 10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). |
| | | | | 11. Use the responses of others to review content, organization, and usage for publication. |
| | | | | 12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. |
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3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| Preschool Learning Expectations | 3.2.K.C. Mechanics, Spelling, and Handwriting Kindergarten | 3.2.1.C. Mechanics, Spelling, and Handwriting Grade 1 | 3.2.2.C. Mechanics, Spelling, and Handwriting Grade 2 | 3.2.3.C. Mechanics, Spelling, and Handwriting Grade 3 | 3.2.4.C. Mechanics, Spelling, and Handwriting Grade 4 |
|--|--|--|---|--|--|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | 1. Use letter/sound knowledge in attempting to write (print) some words. | 3. Apply sound/symbol relationships to writing words. | 4. Apply sound/symbol relationships to writing words. | | |
| | 2. Spell own name. | 5. Develop awareness of conventional spelling. | 5. Recognize and apply basic spelling patterns. | | 8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones. |
| | 3. Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing. | 6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words. | | | |
| | 4. Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes. | | 6. Write legibly to meet district standards. | 5. Write legibly in manuscript or cursive to meet district standards. | 11. Write legibly in manuscript or cursive to meet district standards. |
| | 5. Write all uppercase and lowercase letters of the alphabet from teacher copy. | 1. Write all upper and lowercase letters of the alphabet from memory. | | | |
| | | 2. Begin to use basic punctuation and capitalization. | 2. Apply basic rules of capitalization. | 1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling. | <u>1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.</u> |

Vignette-Page 58

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| 3.2.5.C. Mechanics, Spelling, and Handwriting Grade 5 | 3.2.6.C. Mechanics, Spelling, and Handwriting Grade 6 | 3.2.7.C. Mechanics, Spelling, and Handwriting Grade 7 | 3.2.8.C. Mechanics, Spelling, and Handwriting Grade 8 | 3.2.12.C. Mechanics, Spelling, and Handwriting Grade 12 |
|--|--|---|---|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | | | |
| | | | | |
| 10. Write legibly in manuscript or cursive to meet district standards | 10. Write legibly in manuscript or cursive to meet district standards | 8. Write legibly in manuscript or cursive to meet district standards. | 8. Write legibly in manuscript or cursive to meet district standards. | 8. Write legibly in manuscript or cursive to meet district standards. |
| | | | | |
| 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. | 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting. | 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. | 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling. | 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| | Preschool Learning Expectations | 3.2.K.C. Mechanics, Spelling, and Handwriting Kindergarten | 3.2.1.C. Mechanics, Spelling, and Handwriting Grade 1 | 3.2.2.C. Mechanics, Spelling, and Handwriting Grade 2 | 3.2.3.C. Mechanics, Spelling, and Handwriting Grade 3 | 3.2.4.C. Mechanics, Spelling, and Handwriting Grade 4 |
|--|---------------------------------|---|---|--|---|---|
| Expectation 4: Children demonstrate emergent reading writing skills | | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: |
| | | | 4. Use developmental spelling or phonics-based knowledge to spell independently, when necessary. | 3. Use correct spelling of some high frequency words. | 4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words. | 9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing. Vignette-Page 88 |
| | | | | 1. Use correct end point punctuation. | 2. Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech. | 3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses. |
| | | | | | 3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation. | 6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. |
| | | | | | | 2. Use increasingly complex sentence structure and syntax to express ideas. |
| | | | | | | 4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue. Vignette-Page 55, 58 |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| 3.2.5.C. Mechanics, Spelling, and Handwriting Grade 5 | 3.2.6.C. Mechanics, Spelling, and Handwriting Grade 6 | 3.2.7.C. Mechanics, Spelling, and Handwriting Grade 7 | 3.2.8.C. Mechanics, Spelling, and Handwriting Grade 8 | 3.2.12.C. Mechanics, Spelling, and Handwriting Grade 12 |
|--|---|---|---|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing. | 6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing. | | | |
| 4. Use correct capitalization and punctuation, including commas and colons, throughout writing. | 4. Use correct capitalization and punctuation, including commas and colons, throughout writing. | | | |
| 7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. | 7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing. | | | |
| 2. Use increasingly complex sentence structure and syntax to express ideas. Vignette-Page 124 | 2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way Vignette-Page 134 | 2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. Vignette-Page 134 | 2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. Vignette-Page 134 | |
| 5. Use quotation marks and related punctuation correctly in passages of dialogue. | 5. Use quotation marks and related punctuation correctly in passages of dialogue. | | | |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| | Preschool Learning Expectations | 3.2.K.C. Mechanics, Spelling, and Handwriting Kindergarten | 3.2.1.C. Mechanics, Spelling, and Handwriting Grade 1 | 3.2.2.C. Mechanics, Spelling, and Handwriting Grade 2 | 3.2.3.C. Mechanics, Spelling, and Handwriting Grade 3 | 3.2.4.C. Mechanics, Spelling, and Handwriting Grade 4 |
|--|---------------------------------|---|---|--|--|--|
| Expectation 4: Children demonstrate emergent reading writing skills | | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: |
| | | | | | | 5. Use capital letters correctly in sentences, for proper nouns, and in titles. |
| | | | | | | 7. Indent in own writing to show the beginning of a paragraph. Vignette-Page 58 |
| | | | | | | 10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work. |
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3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| 3.2.5.C. Mechanics, Spelling, and Handwriting Grade 5 | 3.2.6.C. Mechanics, Spelling, and Handwriting Grade 6 | 3.2.7.C. Mechanics, Spelling, and Handwriting Grade 7 | 3.2.8.C. Mechanics, Spelling, and Handwriting Grade 8 | 3.2.12.C. Mechanics, Spelling, and Handwriting Grade 12 |
|--|--|---|---|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 3. Use knowledge of English grammar and usage to express ideas effectively. | 3. Use knowledge of English grammar and usage to express ideas effectively. | 4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas. | 4. Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas. | 3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas. |
| 8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling. | 8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling. | 6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling. | 6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling. | 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. |
| 9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. | 9. Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. | 7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work. | 7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work. | 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. |
| | | 3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis. | 3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis. | |
| | | 5. Use transition words to reinforce a logical progression of ideas. | 5. Use transition words to reinforce a logical progression of ideas. | 4. Use transition words to reinforce a logical progression of ideas. |
| | | | | 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. |
| | | | | 5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| Preschool Learning Expectations | 3.2.K.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Kindergarten | 3.2.1.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 1 | 3.2.2.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 2 | 3.2.3.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 3 | 3.2.4.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 4 |
|---|---|---|---|---|--|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | 1. Communicate personal response to literature through drawing, telling, or writing. | | | | |
| | 2. Show and talk about favorite work samples (drawing or writing) with teacher and family. | | | | |
| | | 1. Create written texts for others to read. | 1. Create written texts for others to read. | 4. Write to express thoughts and ideas, to share experiences, and to communicate socially. | |
| | | 2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text. | 5. Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports. | | <p><u>4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).</u></p> <p>Vignette-Page 55,58,76,79,91</p> |
| | | | 2. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas. | 3. Generate ideas for writing in a variety of situations and across the curriculum. | <p>5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.</p> <p>Vignette-Page 79, 82</p> |

3.2 WRITING

STANDARD 3.2 (WRITING)

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| 3.2.5.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 5 | 3.2.6.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 6 | 3.2.7.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 7 | 3.2.8.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 8 | 3.2.12.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 12 |
|---|---|--|---|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
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| | | | | |
| 3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing. | 3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing. | 2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing). | <u>2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</u> | 2. Demonstrate command of a variety of writing genres, such as: <ul style="list-style-type: none"> Persuasive essay Personal narrative Research report Literary research paper Descriptive essay Critique Response to literature Parody of a particular narrative style (fable, myth, short story) Poetry |
| | | | | |

3.2 WRITING

STANDARD 3.2 (WRITING)

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| Preschool Learning Expectations | 3.2.K.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Kindergarten | 3.2.1.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 1 | 3.2.2.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 2 | 3.2.3.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 3 | 3.2.4.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 4 |
|---|---|--|---|---|---|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | | | 3. Use writing as a tool for learning self-discovery and reflection. | 7. Respond to literature through writing to demonstrate an understanding of a text. | 6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text. Vignette-Page 55 |
| | | | 4. Use reading and technology to support writing. | | |
| | | | | 1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community). | 1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community). Vignette-Page 55, 58, 76, 79, 82, 91 |
| | | | | 2. Develop fluency by writing daily and for sustained amounts of time. | |
| | | | | 5. Write the events of a story sequentially. | 10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect. Vignette-Page 91 |

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|---|---|---|--|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> 4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> 4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> 3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information Vignette-Page 97 | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> 3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information. Vignette-Page 97 | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community). Vignette-Page 119 | 1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community). Vignette-Page 119 | | | <u>1. Employ the most effective writing formats and strategies for the purpose and audience.</u> |
| | | | | |
| 12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. | 10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. | | | 5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles. |

3.2 WRITING

STANDARD 3.2 (WRITING)

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| Preschool Learning Expectations | 3.2.K.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Kindergarten | 3.2.1.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 1 | 3.2.2.D. Writing Forms, Audiences, and Purpose (exploring variety of forms) Grade 2 | 3.2.3.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 3 | 3.2.4.D. Writing Forms, Audiences, and Purposes (exploring variety of forms) Grade 4 |
|--|--|--|---|---|---|
| Expectation 4: Children demonstrate emergent reading writing skills | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | | | | 6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative. | |
| | | | | 8. Write narrative text (e.g., realistic or humorous story). | 7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events. |
| | | | | 9. Write non-fiction text (e.g., reports, procedures, letters). | <u>8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.</u> |
| | | | | | 2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection. Vignette-Page 58,76 |
| | | | | | 3. Develop independence by setting self-selected purposes and generating topics for writing. Vignette-Page 91 |
| | | | | | 9. Write formal and informal letters for a variety of audiences and purposes. Vignette-Page 55 |

3.2 WRITING

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|--|---|--|--|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 7. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. Vignette-Page 131 | 5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. Vignette-Page 131 | | | |
| 9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page. | 7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page. | 7. Write reports based on research and include citations, quotations, and works consulted page. | <u>7. Write reports based on research and include citations, quotations, and works cited page.</u> | |
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| 11. Demonstrate the ability to write friendly/business letters in correct format and coherent style. Vignette-Page 113 | 9. Demonstrate the ability to write business letters in correct format and coherent style. Vignette-Page 113 | | | |

3.2 WRITING

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|--|---|---|--|---|---|
| Expectation 4: Children demonstrate emergent reading writing skills | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: |
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| | | | | | 12. Use relevant graphics in writing (e.g., maps, charts, illustrations). Vignette-Page 79, 91 |
| | | | | | 13. Demonstrate the development of a personal style and voice in writing. |
| | | | | | 14. Review scoring criteria of a writing rubric. |
| | | | | | 15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio). |
| | | | | | 11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature |
| | | | | 6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications. | Vignette-Page 76, 79, 82 |
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3.2 WRITING

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|--|--|---|---|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | 9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum. | 9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum. | |
| 14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). | 12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). | | | |
| 15. Demonstrate the development of a personal style and voice in writing. | 13. Demonstrate the development of a personal style and voice in writing. | 13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing. | 13. Use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing. | 7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing. |
| 16. Review scoring criteria of relevant rubrics. | 14. Review scoring criteria of relevant rubrics. | 15. Review scoring criteria of relevant rubrics. | 15. Review scoring criteria of relevant rubrics. | 16. Review scoring criteria of relevant rubrics. |
| 17. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). | 15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio). | 14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio). | 14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio). | |
| 13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. | 11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. | | | |
| 2. Gather, select, and organize information appropriate to a topic, task, and audience. | 2. Gather, select, and organize information appropriate to a topic, task, and audience. | 1. Gather, select, and organize information appropriate to a topic, task, and audience. | 1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience. | <u>6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.</u> |

3.2 WRITING

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|--|--|--|---|---|---|
| Expectation 4: Children demonstrate emergent reading writing skills | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: |
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| 5. Use transitions between and within paragraphs | | | | |
| 6. Organize paragraphs using topic sentences. | | | | |
| 8. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). | 6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). | 5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters). | 5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, comparison and contrast of characters.) | |
| 10. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. | 8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. | 10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate. | <u>10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.</u> | |
| | | 4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details. | 4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events, or situations through the use of specific details. | |
| | | 6. Use primary and secondary sources to understand the value of each when writing a research report. | 6. Use a variety of primary and secondary sources to understand the value of each when writing a research report. | <u>4. Apply all copyright laws to information used in written work.</u> |

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|--|--|---|---|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> 8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> 8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | 11. Present evidence when writing persuasive essays, examples, and justification to support arguments. Vignette-Page 97 | 11. Present evidence when writing persuasive essays, examples, and justification to support arguments. Vignette-Page 97 | |
| | | 12. Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument. | 12. Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, to effectively present a topic, point of view, or argument. | |
| | | | | 3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. |
| | | | | 8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. |